DOCUMENT RESUME

ED 219 357 SP 020 540

AUTHOR Browning, Ruth A.
TITLE Analyze the Role of a Teacher. Module. A Pre-Student Teaching Field Experience for Pre-Service Teachers.
INSTITUTION Indiana Univ. of Pennsylvania.
PUB DATE 79
NOTE 57p.
AVAILABLE FROM Indiana University of Pennsylvania, Home Economics Education Department, 113 Ackerman Hall, Indiana, PA 15705 ($3.50).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Planning; Classroom Observation Techniques; Cooperating Teachers; Education Work Relationship; *Field Experience Programs; Higher Education; Learning Activities; Preservice Teacher Education; *Programed Instruction; Student Teacher Relationship; *Student Teachers; *Student Teaching; Teacher Responsibility; *Teacher Role

ABSTRACT

This module is designed to aid preservice teachers in their first student teaching experience. The module is composed of five learning experiences which enable participants to assess their feelings toward teaching by focusing on three module components: (1) getting to know the students; (2) analyzing the role and activities of a teacher; and (3) assisting a classroom teacher. Student teachers can proceed at their own rate and evaluate their progress at each step. The first learning experience prepares the student teacher to enter the school site as an observer and suggests questions and self-help techniques. The second, third, and fourth learning activities can be done together because they involve classroom practices: (1) observing classroom environment and student characteristics; (2) identifying the role of the teacher; and (3) assisting the teacher through suggested activities. Self-evaluation forms are provided. In the fifth learning experience, the student teacher analyzes and evaluates the mini-teaching performance in terms of individual attitudes, desire, and potential to become a teacher. Forms are provided for reactions of the student teacher, cooperating teacher, and university supervisor. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED219357

MODULE

Analyze the Role of a Teacher

A Pre-Student Teaching Field Experience for Pre-Service Teachers

SP 020 540

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ruth A. Browning

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

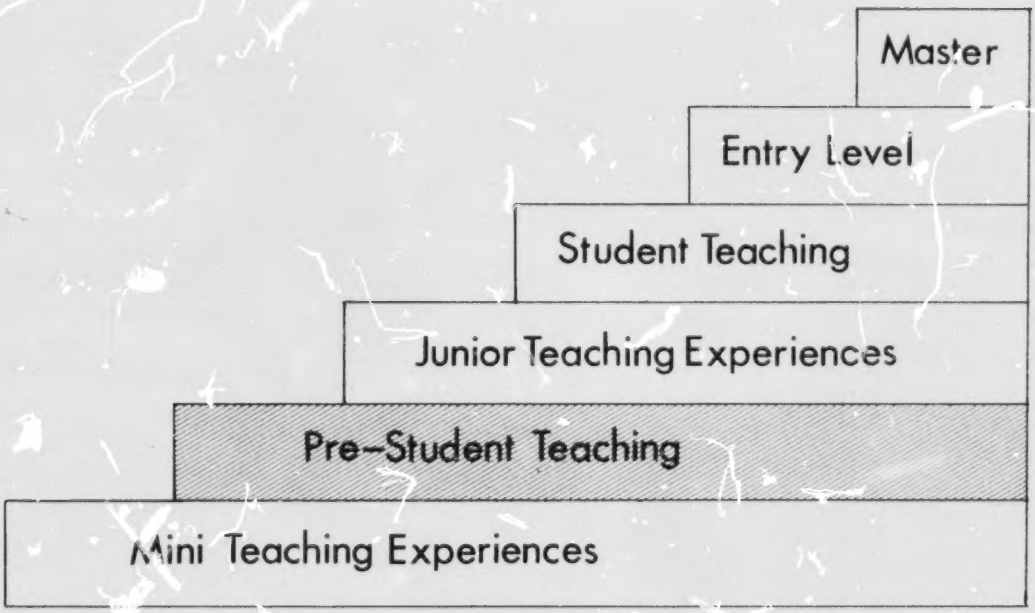
This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Ruth A. Browning

Indiana University of Pennsylvania
Indiana, Pennsylvania
1979



STEPS OF TEACHER DEVELOPMENT

FOREWORD

This module is designed as a pre-student teaching experience for undergraduate pre-service teachers preparing for entry level teaching positions. It is designed to assit these persons in making careers decisions and to provide an opportunity to perform competencies in the affective domain. The design is flexible and provides alternative experiences to meet a wide variety of individual needs, abilities, and interests.

The format of this module is that used by The Center for Vocational Education, The Ohio State University, Columbus, Ohio, in the development of performance-based teacher education learning packages. Program staff at The Center contributed to the development, revision and refinement of the module Special recognition for a major role in the development and revision is extended to Lois G. Harrington, Program Assistant at The Center. Special Recognition is also extended to Helen B. Hovis, Assistant Professor, Home Economics Education, Indiana University of Pennsylvania, for assistance and suggestions for revision.

These materials were field tested in the spring of 1979 with over 50 students and 50 public school teachers who provided input for the revision and refinement of the module.

INTRODUCTION

As a preservice teacher, you are probably asking yourself whether you really desire to become a teacher. Even though you have spent a number of years in school, you have not experienced what it is like to function as a teacher. You have developed several competencies required of teachers, but as you continue your education, you need to experience what it is really like to use these competencies and to work with students in a real school situation.

This module is a professional laboratory experience designed to help you analyze and evaluate your desire to become a teacher so that you may make a personal decision to become or not to become a teacher. Laboratory experiences (supervised experiences in an actual school program) early in your professional teacher education program are designed to help you make this decision and provide background for your further professional growth and development.

Three components are involved in this module: (1) getting to know students, (2) analyzing the role and activities of a teacher, and (3) assisting a teacher in facilitating learning.

This is a learning experience designed to provide an opportunity for you to get the feel of what it is like to work with students as a teacher and to help you become aware of the attitudes, skills, and knowledge you will need to be a good teacher. You may find that you do not like working with students. You may find that you like working with students very much and you will make a strong commitment to pursue a career in education.

This entire module is designed so that you can proceed at your own speed and direct your own learning experiences.

ABOUT THIS MODULE

Objectives

Terminal Objective: After participating in a mini-teaching experience (of 2 weeks minimum) in an actual classroom with a teacher in your vocational area, analyze and evaluate your experience and performance in relationship to your attitudes, desire, and potential to become a teacher. Your performance and attitudes will be assessed by yourself using the Self Assessment Form, p. 50, and Student Reaction Form, p. 51, and by your school resource teacher using the School Resource Teacher's Assessment Form, p. 52. After attending a seminar with your university resource person and peers who have had a similar field experience, you will individually discuss your experiences with, and be assessed by, your university resource person using the University Resource Person Assessment Form, p. 53 (Learning Experience V).

Enabling Objectives

1. After completing the required reading, prepare yourself to observe and assist a school resource teacher in an actual school situation (Learning Experience I).
2. While observing students in an actual school situation, you will (1) identify the student characteristics which you observe, (2) indicate how the teacher uses these characteristics in the learning process, and (3) suggest other ways these characteristics could be used in promoting learning. You will also identify the effects of the environment (both physical and social) upon the students and describe how each condition affects learning (Learning Experience II).
3. While observing in an actual school situation, identify the role of the teacher in facilitating learning and also identify the non-teaching tasks performed by the teacher (Learning Experience III).
4. While in an actual school situation, assist your school resource teacher in facilitating student learning by performing at least four of the alternate activities suggested, evaluating your performance of each, and analyzing each alternate activity (Learning Experience IV).

Prerequisites

This module is designed for persons who have had an introductory course in teaching and/or have demonstrated competencies in preparing a bulletin board, developing and implementing a lesson plan, writing behavorial objectives, demonstrating, using simple evaluation techniques, and self-evaluation of performance. If you do not already have these skills, meet with your university resource person to determine what method you will use to gain these competencies. One option is to complete the information in the following modules developed by The Center for Vocational Education, The Ohio State University:

- Develop a Lesson Plan, Module B-4
- Develop Student Performance Objectives, Module B-2
- Demonstrate a Manipulative Skill, Module C-16
- Prepare Bulletin Boards and Exhibits, Module C-21
- Establish Student Performance Criteria, Module D-1
- Assess Student Performance: Knowledge, Module D-2
- Evaluate Your Instructional Effectiveness, Module D-6

Other materials you might use are:

- Valerie M. Chamberlain and Joan Kelly, Creative Home Economics Instruction, New York: McGraw-Hill, Inc., 1975.
- Robert F. Mager, Preparing Instructional Objectives (Second Edition), Belmont, California: Fearon Publishers, Inc., 1975.

Resources

A list of the outside resources which supplement those contained within this module follows. Check with your university resource person (1) to determine the availability and location of these resources, (2) to locate additional references, and (3) to get assistance, if necessary. Your university resource person may also be contacted if you have a problem at any time.

Learning Experience I

Required

An assignment to a pre-student-teaching field experience for which you can prepare.
A university resource person with whom you can discuss problems or ask questions.

Optional

A teacher or resource person with whom you can discuss how you should conduct yourself in a school situation.

(NOTE: Learning Experiences, II, III, and IV may be done simultaneously.)

Learning Experience II

Required

An actual school situation in which you can observe students and the learning environment.
A school resource teacher with whom you can discuss your experiences.
A university resource person whom you can contact if you have problems or questions.

Optional

An additional school situation in which you can observe students and the learning environment.

Learning Experience III

Required

An actual school situation in which you can observe and talk with a school resource teacher.
A university resource person whom you can contact if you have problems or questions.

Optional

A professional meeting which you may attend with your school resource teacher.

Learning Experience IV

Required

An actual classroom situation in which you can assist your school resource teacher in facilitating student learning.

You will need some of the following:

A bulletin board and/or materials for preparing a teaching aid,
Paper for writing plans,
Students in a classroom with whom you can work either individually or in groups,
Materials and resources for teaching or demonstrating a skill or concept,
Media equipment for classroom use,
Students in a laboratory situation with whom you can work,
Other resources which you will identify.

Learning Experience V

Required

A school resource teacher to assess your competency and attitudes and discuss these with you. A university resource person to (1) assess your competency and attitudes with you, (2) discuss your experience with you, and (3) lead a group seminar in which you and others completing a pre-student teaching experience will participate to discuss and evaluate your learning experience and observations.

Learning Experience I

OVERVIEW

After completing the required reading, prepare yourself to observe and assist a school resource teacher in an actual school situation.

You will be reading the information sheet. Prepare to Assume the Role of a Teacher, p. 8.

You may wish to discuss with a teacher or your resource person how to prepare for, and conduct yourself in, a school situation.

You will be preparing yourself to report to your assigned school and school resource person on the first day.

Evaluate your readiness to assume the role of assisting a school resource teacher by completing the Preparation Checklist, p. 13.

For information concerning how to prepare for your pre-student-teaching field experience, read the following information sheet.

PREPARE TO ASSUME THE ROLE OF A TEACHER

You are about to begin an introductory experience in the role of a teacher. This experience is a professional laboratory experience which means that you will be working in an actual school situation with students, teachers, and other staff members. You will be working with and assisting a classroom teacher in the performance of his or her duties in guiding the learning experiences of students. You should expect to receive the same respect your school resource teacher receives and you should conduct yourself in a manner which is worthy of this respect.

This experience is important to you because it will provide you with an opportunity to work in an actual school situation where you can feel what it is like to be a teacher. You will have opportunities to perform some of the tasks which a teacher frequently performs and observe the activities of the students from a professional, adult viewpoint. It should help you in analyzing your own attitudes towards continuation in a professional teacher preparation program and in recognizing the competencies which are needed by effective teachers. The emphasis of this module is upon the affective domain - the realm of attitudes, feelings, and habits. The final assessment which will be made by yourself, your school resource teacher, and your university resource person will be based on the competencies you display during this experience in the affective domain. These will include cooperation, enthusiasm, sensitivity to the needs of students, a positive attitude, and modification of behavior in response to suggestions made to you. (See p. 50-53 for copies of the final assessment forms.)

To assume the role of a teacher, you must prepare yourself both physically and mentally. Begin by planning how you will dress. Plan carefully to dress so that you will be comfortable yet present a professional and businesslike appearance. Select an outfit in which you feel comfortable and appropriately dressed. A tailored outfit is a good choice for females. Slacks, shirt, tie, and sport jacket is a good choice for males. Make sure your outfit fits well, is clean, and is neatly pressed. Wear sensible, comfortable shoes with low or mid-height heels. Make sure your hair is clean and neat and your nails well manicured. If you will be in a situation where students or the teacher may wear uniforms or special clothing, contact the school or the school resource teacher prior to the first day to inquire how you should dress.

Arrive at the school at an appropriate time. If you have been assigned a time to report, arrive at the time specified or a few minutes early. Otherwise, report at whatever time your school resource teacher is expected to report in the morning. You will probably need to call your school or your school resource teacher several days beforehand to inquire about reporting time.

You may think that this information is just good common sense. You are correct. However, it is essential that you pay attention to small details in order to start your pre-student-teaching field experience on the right foot.

When you arrive at the school, report to the school office. Tell the office personnel who you are and why you are there. Ask to meet the principal. Introduce yourself to the principal, tell him or her why you are there and express your gratitude for the opportunity to complete this pre-student-teaching experience in this particular school. If the principal is not available when you arrive, ask the office personnel to direct you to where you can meet the school resource teacher with whom you will be working. Plan a time later to meet the principal.

Introduce yourself to your school resource teacher and present a friendly and cooperative attitude. Remember, your school resource teacher has many responsibilities, and you may arrive at an inconvenient time. Be prepared to look after yourself, if necessary. You can begin by becoming familiar with the facilities and layout of the department. Think of questions you can ask later. Write them down so you won't forget them.

You will begin your field experience by observing the students and the teacher. You should have prepared yourself mentally prior to arrival at your school. Have an open mind. Try to observe and learn as much as possible. Try to appear poised and confident, but remember at all times that you are a guest in someone's classroom. You have developed several teaching competencies prior to this experience. Be prepared to use these skills and strengthen them, but remember that you are the fledgling teacher working with a master teacher. Be willing to learn from that teacher. You are a visitor in the school. Conduct yourself as a visitor.

Even though it may be only a few years or months since you completed secondary school, you are now assuming the role of an adult and are expected to conduct yourself in a mature manner. Some suggestions for conduct are:

1. Be positive; don't criticize. You are a guest in this school. Criticism will only antagonize those around you. Be receptive; learn as much as you can. If you can't make a positive comment, keep your comments to yourself.
2. Avoid gossip. There is always gossip around a school. Avoid passing on the gossip you know and hear. Listen and say little or remove yourself from the gossip session.
3. Ask questions. Ask questions when appropriate about the students, routines, classroom procedures, and the like. You are here to learn. Take advantage of this opportunity.
4. Be friendly with students. Show your maturity. Insist that students call you Mr. _____, Miss _____, or Mrs. _____. You should appear interested in their activities but not let the students get overly familiar with you. There is a fine line between friendliness and familiarity.
5. Get to know other staff. Be friendly to other staff you meet. Conduct yourself in a professional manner with them.
6. Use good judgment. You are a visitor and have no responsibility legally. Work under the supervision of your school resource teacher at all times. Let your school resource teacher assume all responsibility if an emergency arises.

Assist your school resource teacher in facilitating student learning whenever possible during your field experience. By doing this you will begin to get a feeling of what it is like to work with students as a teacher. Assume whatever responsibilities the school resource teacher delegates to you in a cooperative and enthusiastic manner and perform them to the best of your ability. You are a role model for the students as you work with them so you will want to set a good example by your actions. Be sure to speak in pleasant tones. Your school resource teacher will be available at all times and you should plan all your activities with your school resource teacher before you do them. Some activities which you might do are: call roll, record attendance, read announcements, collect money for activities, distribute supplies, supervise clean-up, arrange seats, prepare supplies for a demonstration or laboratory experience, assist in laboratory experiences, and prepare visuals.

During your pre-student-teaching field experience, you may meet a situation which you do not feel adequately prepared to handle. Remember, your experience is a learning situation. You are not expected to know everything. Just remain calm and use good judgment in a professional manner in whatever situation you find yourself. Let your school resource teacher handle the problem.

This experience should be an exciting one for you. Observe all you can. Learn all you can. Try to analyze how you would like to work in this or a similar situation every day.

Discuss with a teacher with whom you are acquainted or with your resource person ways to prepare for your pre-student-teaching field experience both physically and mentally. Make a list of questions you would like to discuss with this person.

Sample questions might be:

1. Is it acceptable for female teachers to wear pants suits to school? Must male teachers wear a coat and tie?
2. What staff persons (other than classroom teachers) are in the school? What is the role of each of these persons?
3. What could I offer to do for the school resource teacher?

Prepare yourself to report to your assigned school and school resource teacher on the first day.

Are you ready for your pre-student teaching experience? Ask yourself the questions listed in the preparation checklist below to check your preparedness. Be honest with yourself. Place an X in the YES or NO box to indicate whether each item was accomplished successfully.

PREPARATION CHECKLIST

	YES	NO
1. I know when and where to report the first day.		
2. I have planned what I will wear.		
3. What I will wear is:		
a. comfortable.		
b. appropriate.		
c. neat and clean.		
d. well fitting.		
4. Nails and hair are neat and clean.		
5. I have selected comfortable, sensible shoes.		
6. I will try to display an attitude which is friendly.		
7. I am anxious to learn and look forward to this experience.		
8. I will try to conduct myself in a mature and professional manner.		
9. I plan to try to meet the principal on the first day.		

LEVEL OF PERFORMANCE: All questions should be answered YES. If there is any item which you did not answer YES, correct the faulty condition before reporting for your pre-student-teaching field experience.

NOTES

Learning Experience II

OVERVIEW

While observing students in an actual school situation, you will (1) identify the student characteristics of the students which you observe, (2) indicate how the teacher uses these characteristics in the learning process, and (3) suggest other ways these characteristics could be used in promoting learning. You will also identify the effects of the environment (both physical and social) upon the students and describe how each condition affects learning.

You will be reading the information sheet, Getting to Know the Students, p. 16.

You will be observing students in a classroom in order to identify student characteristics and ways teachers use these, and using the Student Characteristics Chart, p. 17, to record your observations.

You will be observing the effects of the classroom environment upon the students and using the Environment Worksheet, p. 18, to record your observations.

You may wish to observe students in a setting other than your own resource person's classroom and to use the Observation in Another Setting Questions, p. 19, to record your observations.
NOTE: You may perform Learning Experiences II, III, and IV simultaneously.

You will be evaluating your observation skills by attending a seminar when you return to campus to discuss these observations with your university resource person and peers. Prepare for the seminar by answering the Discussion Questions, p. 20.

For information concerning how to observe the characteristics and capabilities of students in the classroom and the school, read the following information sheet.

GETTING TO KNOW THE STUDENTS

There are many ways of learning about students: information contained in school records, personal information sheets or biographies written by the students, and standardized tests. However, one of the most effective ways is through your own personal observation of the characteristics and capabilities of the students. Careful observation of what is happening will help you gain confidence in working with and guiding students. It will help you (1) to understand the development of the students, (2) to increase your skill in planning learning experiences and evaluating the growth of the learners, and (3) to gain insight into the role of the teacher.

To be most effective, observations need to be planned. You need to have some purpose for observing and something specific to observe. Observation needs to be continuous. Observing can mean sitting in a spot where you can watch and analyze what is happening. However, it is often more beneficial if you are actively involved in the situation you are observing. Avoid observing all day. Plan to get involved in some way every day.

An effective teacher constantly observes the behavior and characteristics of the students so that these characteristics can be used in developing learning experiences for the students. Then you will want to explore why some activities are more effective learning experiences than other activities. Study of the learners as they function individually and as a group will help you become aware of how a teacher can plan for learning which makes optimal use of the characteristics and capabilities of the students. You may observe situations where the teacher uses these characteristics and capabilities very effectively. You may see situations where the teacher has less competence in making use of these characteristics and capabilities. Let either be a stimulus to you to develop creative and skillful techniques in your own teaching.

Recording of your observations should take place as soon as possible following the observation before you forget the details. As you observe students as a group, notice the physical characteristics, the kinds of intergroup and person-to-person relationships. Notice the differences in dress and participation. Who takes an active part? Who is well liked? Who is disliked? Is anyone isolated? Are there cliques in the group? What are students' attitudes toward the learning experiences? Do some find the learning experiences easy? Do some persons find the learning experiences difficult? Are some students shy? Are some very outgoing? Do some learn more quickly than others?

Observe what you see objectively. Avoid making value judgments.

Observe the students in your resource teacher's classroom. As you observe, identify at least five characteristics which you see in the students which the teacher used in facilitating the learning process. List these characteristics in column 1 of the chart on p. 17. Then, in column 2, indicate how the school resource teacher used each characteristic. Then do some creative thinking and, in column 3, indicate another method of using this characteristic to promote learning. An example is done for you.

STUDENT CHARACTERISTICS CHART

1	2	3
Characteristics Observed In Students	How The Teacher Used This Characteristic in The Learning Process	Other Ways of Using This Characteristic to Promote Learning
Example: Students like to talk to their friends.	Assigned a decision-making problem to group of three students to solve together and present solution to class.	Assign students to work in pairs on a product in the laboratory.
1		
2		
3		
4		
5		

The physical and social environment of the room affects the learning which takes place. Observe the following eight environmental factors. (1) Describe each environmental factor (2) describe how each condition affects the students.

Sample: Light is very dim in the far corner. Students in this corner tend to ignore reading assignments.

ENVIRONMENT WORKSHEET

Description of Environmental Factor	Affect on students
1. Light	
2. Windows and view from windows	
3. Outside noise or influences	
4. Temperature	
5. Arrangement of desks or work stations	
6. Distance between students	
7. Location of teacher	
8. Discussion among students	

You may wish to observe students in another setting besides your resource teacher's classroom. Places you can observe students would be in another classroom, in the school lunchroom, on the job, in the locker room, in study halls, and during extra-curricular activities. You could visit another school in your district. If you wish to visit another school, ask your school resource teacher or principal to arrange it for you. Record your observations by answering the questions which follow.

OBSERVATION IN ANOTHER SETTING

1. What new student characteristics did you discover?

2. How could one use these characteristics to promote learning?

3. How do different environments affect behavior?

During a seminar following this laboratory experience, meet with your university resource person and a group of peers who have also completed the activities in this learning experience. Use the following questions as a guide to (1) evaluate your observations, and (2) discuss the implications of what you have observed. Complete these questions prior to the seminar.

DISCUSSION QUESTIONS

1. Were the methods used by the school resource teacher to capitalize on these characteristics effective? Why or why not?

2. Were there other characteristics which the school resource teacher could have used but did not use? List several. In what ways could the learning experience have been more effective if they were used?

3. How did the environment affect the students? Be specific.

4. How could the teacher have changed the environment to create a more effective learning environment?

5. How does the seating arrangement affect the learning situation?

6. What was the most amazing discovery you made about the students and classrooms which you observed?

LEVEL OF PERFORMANCE: There is no standard level of performance for this activity. If you have completed each observation form as directed and thoroughly shared and discussed each question under the direction of your university resource person, then you have achieved the desired level of performance. If the discussion pointed out to you that your observations were inadequate, you may wish to arrange through your university resource person, to complete another observation relative to student characteristics and environmental factors.

NOTES

Learning Experience III

OVERVIEW

While observing in an actual school situation, identify the role of the teacher in facilitating learning and also identify the non-teaching tasks performed by the teacher.

You will be observing and recording how the teacher facilitates learning using the Observation Form, Role of the Teacher in Facilitating Learning, p. 24, as your guide.

You will be observing and listing the non-teaching tasks and duties performed by the teacher, using the Teacher Task Observation Form, p. 26, as your guide.

You may wish to attend a professional meeting with your school resource teacher.

You will be analyzing what you have observed by attending a seminar when you return to campus to discuss these observations with your university resource person and peers. Prepare for the seminar by comparing your answers on the Observation Form - Role of Teacher in Facilitating Learning, p. 24, and the Teacher Task Observation Form, p. 26, with the Model Answers, p. 28.

Teaching is much more than just imparting knowledge. Look for example of how your school resource teacher operates as a facilitator of learning. Before you begin your observation, ask your school resource teache what the specific objectives of the classes will be. As you observe, think about the following ten questions and write short answers to each question.

OBSERVATION FORM - ROLE OF TEACHER IN FACILITATING LEARNING

1. What are the specific objectives of the class or classes you are observing?

2. What teaching aids are used? How do they contribute to the achievement of the objectives?

3. How are individual differences or characteristics of the students provided for?

4. How is interest aroused and maintained?

5. What strategies does the teacher use to promote learning? How effective are these strategies?

6. How are students involved in critical thinking?

7. How are students involved in decision-making?

8. What techniques are used to get widespread participation?

9. How does the teacher handle disturbances? How effective are these methods?

10. How are materials distributed and collected? How effective are these methods?

As you work with your school resource teacher, consider the many tasks and duties which a teacher performs which do not seem to be related to the actual teaching situation. Make a list of these tasks and indicate how each contributes to learning or to management of the school. Observe closely the routine tasks which contribute to smooth functioning of the school or classroom. Record your observations on the Teacher Task Observation Form.

TEACHER TASK OBSERVATION FORM

	Task	Contribution
Example:	Monitoring study hall -	Provides supervision of students while they are not in class- also makes an adult available to students as a resource person.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

You may wish to attend a professional meeting with your school resource teacher. Examples of such meetings are: faculty meetings, advisory group meetings, city or county teachers meetings, a departmental meeting of teachers, a meeting of a committee organized for a specific purpose, a school board meeting. Following the meeting, discuss the purpose and value of such meetings with your school resource teacher. Record your observations below.

Compare your written responses in the Observation forms with the Model Answers given below. Your responses need not duplicate the model answer; however, you should have observed some of the major points.

MODEL ANSWERS - ROLE OF TEACHER IN FACILITATING LEARNING

Objectives vary among teachers and classes. However, objectives should be based on the needs and interests of the students and should be clearly stated so that the students are aware of the specific objectives to be attained and the criteria which will be used to determine attainment of the objectives.

Teaching aids are used to explain and help students understand concepts and ideas. They provide a point of interest towards which to focus attention and often help students maintain interest. They can help reinforce learning.

Individual differences and characteristics may be provided for in a variety of ways. One of the most effective ways is through individual, self-paced projects which students help select. Slow learners would be provided with concepts in small steps organized in a sequential manner. Reading materials must be at a level which can be easily understood. More advanced students need more complex problems and projects which challenge their minds.

The learning must be useful and relevant to the students or challenge their imagination in some way for them to be interested. Active participation in the learning process helps students maintain interest. Strategies which force the students to become actively involved are usually the most effective. Laboratory experiences, actual real-life experiences, or simulations of real-life experiences are extremely effective when they are carefully planned and developed to promote learning.

Situations which cause analysis and evaluation of problems and encourage students to use decision-making skills are the best techniques to develop critical thinking skills. Actually, any technique which forces students to do more than simply recall information or perform a demonstrated task aids in the development of critical thinking skills.

Teachers should try to make each person feel like an important and essential part of the group. Seating should be arranged so no one feels isolated. Teachers should ask for and respect the ideas of each person and encourage all to share their ideas and prevent a few students from dominating a group. A positive environment in which each person is respected and expected to participate encourages learning. A businesslike atmosphere in which everyone knows what is expected and is active and busy is the best technique for avoiding behavior problems. Disturbances are often the result of lack of something to do or lack of motivation. Disruptive behavior is best handled quietly by redirecting attention or removing the student from the group or place of the problem. Establishing and organizing clearly understood routines for efficient storage and distribution of supplies and materials eliminates wasted time and helps avoid disruptive behavior.

MODEL ANSWERS - TEACHER TASKS

Teachers constantly must perform non-teaching tasks both in their own classroom and in other areas of the school. Some of these tasks are: ordering, storing, and distributing supplies and equipment, maintaining a positive environment, collecting money for activities, sponsoring and advising clubs or vocational youth organizations, preparing budgets, supervising study halls, supervising the halls or the lunch room, attending teachers' meetings, monitoring locker rooms and rest rooms, discussing problems with students, issuing passes, selling and distributing tickets, assisting with or directing plays or musicals, attending school activities. The list could include numerous more activities.

Teacher participation in non-teaching activities such as these contribute to the smooth functioning of the school and help students become aware of the interest teachers have in their welfare. Others besides teachers can perform many of these tasks but most have traditionally been performed by teachers.

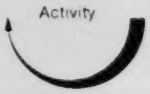
LEVEL OF PERFORMANCE: Your answers on the Observation Forms should have covered the same major points as the model answers. If you could not answer some of the questions, continue to observe how your school resource teacher functions and list any questions you have to discuss with your peers and university resource person when you return to campus.

NOTES

Learning Experience IV

OVERVIEW

While in an actual school situation, assist your school resource teacher in facilitating student learning by performing at least 4 of the alternate activities suggested, evaluating your performance of each, and analyzing each alternate activity.

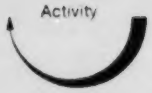


You will be reading the information sheet Alternate Activity Information, p. 32.

You will be assisting your school resources teacher in the performance of his or her duties by selecting at least four activities to plan, perform, and evaluate. At least two of the activities should be actual teaching experiences (alternate activities A, B, C, D, E, and F) in which you are actively involved in promoting the learning of students. Alternate activities from which you will be choosing are:

A. Tutor a Student
B. Demonstrate a Skill or Concept
C. Teach a Mini Lesson
D. Evaluate Students
E. Assist in Laboratory Experiences
F. Develop an Educational Game & Use it with Students
G. Prepare a Bulletin Board
H. Assume Responsibility for the Physical and Social Environment
I. Use Media
J. Develop, Implement, and Evaluate Another Activity

You will be analyzing your experiences by discussing them with your university resource person and peers during a seminar when you return to campus. You will also discuss these experiences at an individual conference with your university resource person when you return to campus. You will be preparing for these discussions by completing the Alternate Activity Questions, p. 48.



Read the Alternate Activity Information section in preparation for selecting four of the alternate activities which you will perform and evaluate.

ALTERNATE ACTIVITY INFORMATION

The alternate activities which follow are designed to permit you to participate actively in performing some tasks of a classroom teacher in promoting learning. You should already have the skills necessary to perform these tasks; however, you may want to refer to previous class notes and experiences while preparing for these experiences. Or, you might want to refer to the references suggested on page 5 of this module or similar references suggested by your school resource teacher or university resource person. The variety of alternate activities should enable you to select those which you feel secure in performing and which are feasible in the program and facilities of your professional laboratory experience.

Before you make your final selection, discuss your choices with your school resource teacher to make sure they are acceptable. Plan how you will implement each alternate activity, discuss your plans with your school resource teacher and give him/her a copy of your written plans. A sample Teaching Plan Form is located on page 33. Use this form in preparing lesson plans. After you have the approval of your school resource teacher and have secured all necessary resources, implement your plans. After you complete each alternate activity, evaluate its effectiveness. Forms for self-evaluation are provided for each alternate activity. They are designed so that a "perfect" activity would have all checks in the FULL column of the self-evaluation. Be honest and objective in your self-evaluation. Your university resource person will look at these and discuss them with you when you return to campus.

As you perform these alternate activities, try to analyze in your mind what was effective in promoting student learning. Consider what factors contributed to the effectiveness of the learning. Consider what factors you would change if you were to repeat this activity. Also, consider your own feelings as you perform each activity. Consider such questions as: Do you enjoy this activity? Would you like to do it frequently? Do you like the interaction with the students? Are you empathetic with all the students?

It is more important at this time to develop your analytical skills and recognize your own feelings towards teaching than to teach "perfect" lessons. Remember, this is a learning experience for you. Although you will want to strive to do your best, perfection in teaching skills is not expected. Your final evaluation will be based on your cooperation, enthusiasm, sensitivity to the needs of students, positive attitude, and desire to modify behavior when suggestions are given to you.

SAMPLE TEACHING PLAN FORM

Directions: Use the following format when planning teaching activities. Plans should be written on separate paper rather than in the module.

Lesson Title_____ Date _____

Name _____ Time _____

Teaching Aids (Visual, Handouts, etc.)	References
Supplies Needed	**Equipment Needed**

Lesson Introduction (Interest Approach):

Sketch of classroom arrangement:	Time Schedule
Pre-Laboratory or Demonstration Organization	**Clean Up Duties**

TEACHING PLAN FORM - continued

Objectives	Learnings	Experiences

Summary of Learnings from the Lesson - Including Evaluation of Students.

Read the alternate activities which follow in this learning experience. Then, select at least four of the alternate activities to perform. At least two of the four activities you select should be ones in which you participate actively in facilitating student learning. These are the activities identified as A, B, C, D, E, and F. Be sure to select at least four different activities to perform and evaluate; however, you may perform each different activity more than once if you desire.

When you have completed the performance and self-evaluation of four activities, analyze your experiences by answering the Alternate Activity Questions, on p. 48.

Alternate Activity A

TUTOR A STUDENT

Identify, with the help of your school resource teacher, a student or small group of students whom you can tutor to help them eliminate a weakness, learn a new concept or skill, or reinforce a previously learned concept or skill. Develop and implement a plan for tutoring this student or students when you have approval from your school resource teacher. Evaluate this activity by using the Self-Evaluation: Tutor a Student, p. 38.

Alternate Activity B

DEMONSTRATE A SKILL OR CONCEPT

Demonstrate a manipulative skill or a concept to a group of students. (A 5 to 10 minute demonstration is adequate.) Before the demonstration, make sure your school resource teacher has reviewed and approved your plans and that you have all supplies and equipment available and organized. Following the demonstration, evaluate using the Self-Evaluation: Demonstrate a Skill or Concept, p. 39. (Note: This should be a different activity than Alternate Activity C.)

Alternate Activity C

TEACH A MINI-LESSON

Teach a concept to a group of students. (A 5 to 10 minute lesson is adequate.) Before you teach the lesson, make sure your school resource teacher has reviewed and approved your plans and that you have all teaching aids available and organized. Following the lesson, evaluate using the Self-Evaluation: Mini-Lesson, p. 40.

Alternate Activity D

EVALUATE STUDENTS

Construct and use an evaluation device for a project or lesson using your school resource teacher's objectives. You could plan to evaluate performance, finished product, knowledge, or the like. Determine the criteria to be used, how you will evaluate, and implement your plan. Following the use of your evaluation device, evaluate using the Self-Evaluation: Evaluate Students form, p. 41.

Alternate Activity E

ASSIST IN LABORATORY EXPERIENCE

Assist the teacher by working with the students during a laboratory period. Prior to doing this you will need to become familiar with the laboratory and laboratory objectives of the laboratory experience. Assist the students in the laboratory as they need individual help and guidance. Following this activity, evaluate yourself using the Self-Evaluation: Assist in Laboratory Experiences form, p. 42

Alternate Activity F

DEVELOP AN EDUCATIONAL GAME AND USE IT WITH STUDENTS

Develop an educational game or puzzle which you can use with the students as a teaching aid. Plan the game, secure the materials, develop the instructions, and prepare it. After you use it with the students, evaluate its effectiveness as a teaching aid using the Self-Evaluation: Develop an Educational Game and Use it With the Students, p. 43.

Alternate Activity G

PREPARE A BULLETIN BOARD

Plan, prepare, and evaluate a bulletin board or other similiar teaching aid which you and your school resource teacher can use in teaching or demonstrating a concept or skill. Make sure you plan and sketch the design in advance to share with your school resource teacher. Secure the necessary materials and construct your bulletin board. Then evaluate the bulletin board. Make a sketch of your bulletin board or take a picture of it to show to your university resource person when you return to campus. Use the Self-Evaluation: Bulletin Board or Teaching Aid form found on p. 44.

Alternate Activity H

ASSUME RESPONSIBILITY FOR THE PHYSICAL AND SOCIAL ENVIRONMENT

Assume the responsiblity for planning and implementing the plans for the physical and social environment for one day. Based on the activities to occur, plan and organize the classroom setting accordingly for each student activity. Make changes as needed during the day. At the end of the day evaluate by asking yourself the questions on the Self-Evaluation: Assume Responsiblity for the Physical and Social Environment, p. 45.

Alternate Activity I

USE MEDIA

Assist your school resource teacher by arranging for, securing, setting up, and operating media equipment, and appropriate software as needed in class. As you assist, ask yourself the following types of questions: What was the reaction of the students to the use of media? What was the purpose of using media in this class? Was the use of media the best way to teach this lesson? How could the media be used more effectively? After preparing for storage, storing equipment and software, complete the Self Evaluation: Use Media, p. 46.

Alternate Activity J

DEVELOP, IMPLEMENT, AND EVALUATE ANOTHER ACTIVITY

Develop another activity--not included in this list--to plan, implement, and evaluate during your field experience with the guidance of your school resource teacher. For example: help plan and conduct an open house, help plan and conduct an advisory committee meeting, help plan and construct a display in the local shopping mall, help students plan and carry out a meeting of a vocational youth organization, accompany your school resource teacher on a visit to a student in a cooperative work experience. These are only suggestions--think of other possibilities. So that your university resource person will know what you have done, write a brief summary of this activity on the Summary of Self-Developed Activity, p. 47.

SELF-EVALUATION: TUTOR A STUDENT
(Alternate Activity A)

Objective of tutoring:

Strategy used in tutoring:

Directions: Place and X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column. Then, answer question 7.

I was able to:

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. Plan the activity in detail ahead of time.				
2. Maintain the attention of the student or students.				
3. Explain directions so they were understood.				
4. Use good grammar and pronunciation				
5. Use instructional materials effectively.				
6. See progress in the learning of the student or students.				

7. What problems were encountered and what suggestions can you make for dealing with these problems in similar future activities?

SELF-EVALUATION: DEMONSTRATE A SKILL OR CONCEPT
(Alternate Activity B)

Title of Demonstration:

Purpose of Demonstration:

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. The introduction:				
a. interested the students.				
b. described the skill or concept to be demonstrated.				
c. explained the importance of the skill or concept.				
2. Needed supplies were ready and organized.				
3. All students could see.				
4. The procedures were smooth and orderly.				
5. The commentary was interesting and appropriate.				
6. Important points were emphasized.				
7. Good grammar was used.				
8. Students were given an opportunity to ask questions.				
9. A review or summary was planned and used.				
10. The demonstration was appropriate to the age level and ability of the students.				

Comments:

SELF-EVALUATION: MINI-LESSON
(Alternate Activity C)

Title of Lesson:

Objective of Lesson:

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. All students could hear and see.				
2. Introduction included objectives and interested students.				
3. Instructional materials were ready for use and effectively used.				
4. Techniques and methods were used to effectively achieve objectives.				
5. Subject matter was organized in a logical sequence.				
6. Teacher could be easily heard.				
7. Students were given opportunity to participate in some way.				
8. Students had opportunity to ask questions.				
9. Summary was included which provided opportunity for evaluation of objectives.				

Comments or suggestions for improvement:

SELF-EVALUATION: EVALUATE STUDENTS
(Alternate Activity D)

Purpose of Evaluation:

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. Directions were:				
a. stated clearly.				
b. understood by students.				
2. The evaluation device measured the objectives for which it was prepared.				
3. Questions were clear - not ambiguous.				
4. Criteria for grading was established as part of the planning process.				
Comments and suggested changes:				

SELF-EVALUATION: ASSIST IN LABORATORY EXPERIENCES
(Alternate Activity E)

Purpose of laboratory:

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

I was able to:

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. Circulate among the students giving suggestions and encouraging slow workers.				
2. Ask questions of students to stimulate their learning.				
3. Divide my time equally among all students.				
4. Provide supplementary information to students when appropriate.				
5. Encourage students to solve problems and think critically about what they were doing.				
6. Avoid doing the students' work for them.				
7. Encourage neat work habits.				

Comments and problems encountered:

SELF EVALUATION: DEVELOP AN EDUCATIONAL GAME AND USE IT WITH STUDENTS
(Alternate Activity F)

Title of Game:

Objective of Game:

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column. Then answer questions 8 and 9.

The game:	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. Directions were:				
a. clearly stated.				
b. adequate for student self-direction.				
c. simple enough to be quickly understood.				
2. Required use of knowledge students already knew or were learning.				
3. Reinforced or encouraged learning.				
4. Accomplished objectives established.				
5. Encouraged use of decision-making skills.				
6. Was pleasurable enough to serve as a means of motivation.				
7. Was used with a follow-up activity planned to evaluate and analyze learning which occurred.				

Answer the following questions:

8. What changes should be made before this game is used again or when you develop a similar game?

9. How did the game promote learning?

SELF-EVALUATION: BULLETIN BOARD OR TEACHING AID
(Alternate Activity G)

Bulletin Board Objective:

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column. If any item receives a NO or PARTIAL response, try to improve the bulletin board so all responses can be FULL or N/A.

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. The bulletin board or teaching aid showed good use of art principles through:				
a. a definite center of interest.				
b. harmonious colors.				
c. good proportions.				
d. clear, neat lettering.				
e. unity of thought.				
2. The bulletin board or teaching aid:				
a. assisted in teaching.				
b. was consistent with topic being studied.				
c. motivated further learning.				
d. communicated one idea or concept effectively.				

Comments:

SELF EVALUATION: ASSUME RESPONSIBILITY FOR THE PHYSICAL AND SOCIAL ENVIRONMENT
(Alternate Activity H)

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance compor ent was not applicable, or impossible to execute, place an X in the N/A column. Then answer questions 6 and 7.

	LEVEL OF PERFORMANCE			
Did you:	N/A	NO	PARTIAL	FULL
1. In planning, consider:				
a. the type of experience to take place and arrange seats or stations in such a way as to promote this experience?				
b. the distance between students?				
c. what direction students should face?				
d. where teacher should stand, sit, or circulate?				
e. lighting facilities?				
f. ways media or special equipment were to be used?				
2. Turn lights on and off as needed?				
3. Control temperature as necessary?				
4. Consider the view from the window?				
5. Make changes throughout the day as activities changed?				

Answer the following questions:

6. How did the physcial and social environment you established affect learning?

7. How would you plan differently for these activities if you were to plan for this day again?

SELF-EVALUATION: USE MEDIA
(Alternate Activity I)

Type of media used:

Objectives of lesson:

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. Equipment and software were secured and set up prior to class.				
2. Equipment and software were checked prior to class to be sure they were operating correctly.				
3. Students were able to see and/or hear.				
4. Equipment was operated without any problems.				
5. This was an effective strategy for reaching the desired objectives.				
6. Equipment and software were prepared for storage and returned to proper places.				

Comments and suggestions for use of media in the future:

SUMMARY OF SELF-DEVELOPED ACTIVITY
(Alternate Activity J)

Directions: Answer the following questions:

1. Briefly describe the nature of the activity.

2. How was the activity planned?

3. Describe how the activity was implemented.

4. Describe how the activity was evaluated.

5. What factors contributed to its effectiveness and what changes do you suggest if you were to do it again?

When you return to campus you will be meeting with your university resource person to analyze your experiences in assisting your school resource teacher in facilitating learning. You will also be analyzing your experiences during a seminar. The questions will serve as a guide during the discussions to evaluate your experiences. Answer these questions upon completion of the four alternate activities.

ALTERNATE ACTIVITY QUESTIONS

1. What did you like best about performing these activities? Why?

2. What did you like least about these activities? Why?

3. Were you excited about performing these activities? Explain your answer.

4. What were the problems you noticed while performing these activities?

5. How would you plan differently for these activities if you were to do any of them again?

6. Do you feel you have the potential and interest to perform these types of activities frequently as a teacher? Why?

LEVEL OF PERFORMANCE: There is no standard level of performance for these actitivites. If you have completed each alternate activity as directed, including the self-evaluation, and thoroughly discussed and analyzed your experiences under the direction of your university resource person, then you have achieved the desired level of performance. If your discussion and analysis pointed out to you that your experiences were inadequate, you may wish to arrange through your university resource person to complete additional experiences.

Learning Experience V

FINAL EXPERIENCE

After participating in a mini-teaching experience in an actual classroom with a teacher in your vocational area, analyze and evaluate your experience and performance in relationship to your attitudes, desire, and potential to become a teacher.

At the conclusion of your experience (a period of 2 weeks is minimum) complete the Self-Assessment Form, p. 50, and Student Reaction Form, p. 51. Have the teacher with whom you have been working complete the School Resource Teacher's Assessment Form, p. 52.

When you return to campus attend a seminar with your university resource person and peers who have had a similar field experience to analyze and evaluate your experiences.

When you have completed the above activities, arrange to meet individually with your university resource person to review your experiences, attitudes, and potential for becoming a teacher.

Your university resource person will assess the experiences you have had using the University Resource Person Assessment Form, p. 53.

Based on the criteria in the reaction paper and assessment forms, you and your university resource person will discuss and evaluate your potential and desire to become a teacher.

SELF-ASSESSMENT FORM
(Pre-Student Teaching Field Experience)

Directions: Indicate the level of your accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading.

During my field experience:

	LEVEL OF PERFORMANCE			
	Seldom	Sometimes	Usually	Always
1. I felt a sense of satisfaction in observing and assisting in the guidance and development of students.				
2. I felt a sense of growth both intellectually and personally.				
3. I put my whole self into this experience with a desire to learn.				
4. I feel inspired to pursue further development of teaching techniques.				
5. I like myself in the role of a teacher.				
6. I accepted the students as people.				
7. I respected the ideas of the students.				
8. I felt empathetic with all students including those who are disadvantaged or handicapped.				
9. I wanted to become actively involved with the students rather than being content to observe.				
10. I have become more self-confident.				
11. I have become more aware of the skills an effective teacher must possess.				
12. I felt excited and desire to pursue teaching as a career.				

STUDENT REACTION FORM
(Pre-Student Teaching Field Experience)

Directions: React to the following questions in writing.

_____	_____
Student's Name	School & District
_____	_____
School Resource Teacher's Name	Dates of Experience

_____
University Resource Person's Name

1. My school resource teacher gave me responsiblities which were within my capabilities?

   _____Yes _____No

   Comments:

2. I was enthused about the teaching/learning process and enjoyed my involvement with students?

   _____Yes _____No

   Comments:

3. I liked the students with whom I worked because: (Comments)

4. I now appreciate the importance of a positive learning environment because: (Comments)

5. My school resource teacher gave me suggestions and ideas which enabled me to gain insight into the teaching/learning process?

   _____Yes _____No

   Comments:

SCHOOL RESOURCE TEACHER'S ASSESSMENT FORM
(Pre-Student Teaching Field Experience)

Directions: Indicate the level of accomplishment of the person who worked with you by placing an X in the appropriate space.

Student's Name	School & District
School Resource Teacher's Name	Dates of Experience

	LEVEL OF PERFORMANCE			
	Seldom	Sometimes	Usually	Always
1. _____ accepts responsibilities in a spirit of cooperation.				
2. He/she is enthusiastic and becomes personally involved in the teaching/learning process.				
3. He/she demonstrates sensitivity to the needs of students.				
4. He/she is helpful in establishing a positive environment for students.				
5. He/she is receptive to constructive suggestions and modifies behaviors accordingly.				

Comments:

Signature of School Resource Teacher_____ Date _____

UNIVERSITY RESOURCE PERSON'S ASSESSMENT FORM
(Pre-Student Teaching Field Experience)

Directions: After group seminar, individual conference and review of materials submitted, indicate the level of accomplishment of the person completing this experience by placing an X in the appropriate space.

_____
Student's Name

	LEVEL OF PERFORMANCE			
	Seldom	Sometimes	Usually	Always
1. Displayed enthusiasm about this field experience and teaching.				
2. Displayed sensitivity to the needs of students.				
3. Displayed awareness of the role of the teacher in facilitating learning.				
4. Recognized the need for a positive classroom environment.				
5. Accepted responsibility for the completion and analysis of this experience.				
6. Displayed potential and desire to pursue a career in education.				

Comments:

Signature of University Resource Person _____ Date _____

LEVEL OF PERFORMANCE: There is no standard level of performance for this activity. You have had the opportunity to explore your attitudes toward teaching by participating in an actual school situation. Your performance in this experience has also been evaluated by a school resource teacher and a university resource person. If after this analysis and these assessments, you feel that you desire to continue to pursue teaching as a career, select future learning experiences, in consultation with your advisor, that will help you reach this goal. If this experience has made you uncertain about your desire to pursue teaching as a career, discuss this with your university resource person and/or advisor, in order to identify additional experiences that can assist you in pursuing a satisfying career.

TERMINOLOGY

Actual School Situation . . . refers to a situation in which you are actually working with students in a real school.

Optional Activity . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Professional Laboratory Experience . . . refers to an actual learning assignment in a school where you act in a professional role working with the students under the supervision of a teacher in the school.

School Resource Teacher . . . refers to a teacher in a school under whose supervision one is assigned to perform learning experiences.

Software . . . refers to filmstrips, movies, tapes or other learning materials used with media equipment.

Strategies . . . refers to techniques used to facilitate learning or direct behavior.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary educational institution.

Teaching Aids . . . refers to visual or sensory materials used to promote learning.

University Resource Person . . . refers to the professor in charge of the educational experience.

You . . . refers to the person who is taking the module.

Levels of Performance:

Seldom . . . Unable to perform or performed in a limited manner.

Sometimes . . . Exhibited some ability to perform.

Usually . . . Performed in an effective manner most of the time.

Always. . . Performed at a constantly effective manner at all times.